



## *Test Coordinator's Manual*

# Schedule of Important Dates for the Spring 2002 Testing Program

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The Spring 2002 Missouri Assessment Program includes the following five required content areas:

Communication Arts Assessment for Grades 3, 7, and 11

Health/P.E. Assessment for Grades 5 and 9

Mathematics Assessment for Grades 4, 8, and 10

Science Assessment for Grades 3, 7, and 10

Social Studies Assessment for Grades 4, 8, and 11

**March 18–March 25, 2002 ..... Test Materials Arrive in Districts**

## **Testing Windows**

**April 8–April 25, 2002 ..... Administer Early Return Assessments**

**April 8–May 10, 2002 ..... Administer MAP Assessments—Regular Schedule**

## **Return of Materials**

**AS SOON AS TESTING IS COMPLETED, but no later than**

**May 2, 2002 ..... Contact the Transportation Center for Pickup of Early Return Testing Materials\***

**May 13, 2002 ..... Contact the Transportation Center for Pickup of Regular Return Testing Materials**

## **Test Results**

**August–September 2002 ..... Reports Shipped to Districts**

\*Schools participating in Early Return Testing will be notified by the Missouri Department of Elementary and Secondary Education.



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# Partners in the Missouri Assessment Program

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A Message from Your CTB/McGraw-Hill Scoring Process Team

*Because we know your time is valuable and because we appreciate having you as a customer, we at CTB/McGraw-Hill are working to make the scoring process as fast and efficient as possible.*

*As part of our effort, we have designed this manual to help you organize and assemble the MAP testing materials that will be sent to us for scoring. We have described in sequential order the steps in the checking and assembly process that you should follow and the information that should be included to ensure that your testing program is successful for students, teachers, parents, and schools.*

*If you feel this manual is not clear, or if there is additional information you need, please call us and we will help in any way we can.*



1-800-544-9868  
7:30 A.M. to 4:30 P.M., Pacific Time  
9:30 A.M. to 6:30 P.M., Central Time

# Introduction

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We appreciate your assistance in the administration of the Spring 2002 Missouri Assessment Program (MAP). Five content areas will be tested in the following grades:

- Communication Arts Assessment for Grades 3, 7, and 11
- Health/P.E. Assessment for Grades 5 and 9  
(6 forms per grade, Forms A–F)
- Mathematics Assessment for Grades 4, 8, and 10  
(5 forms per grade, Forms A–E)
- Science Assessment for Grades 3, 7, and 10  
(2 forms per grade, Forms A and B)
- Social Studies Assessment for Grades 4, 8, and 11  
(3 forms per grade, Forms A–C)

The Communication Arts, Health/P.E., Mathematics, Science, and Social Studies Assessments are required this spring for all school districts. Reports will be produced for all five content areas.

The Examiner's Manuals and large white envelopes will be included with the test books in a separate shipment. Please refer to the Examiner's Manual for information on administration procedures and completion of special codes and teacher surveys.

The purpose of this *Test Coordinator's Manual* is to provide instructions to District and School Test Coordinators for securing, distributing, and returning testing materials to CTB/McGraw-Hill for scoring. If your district does not have Test Coordinators at the school level, the District Test Coordinator should assume both roles. **Please read these directions carefully before distributing any materials.**

## The Success of the MAP

Please take the time to read this manual. Completing the steps for checking and assembling the testing materials is essential to the success of the MAP and for a more prompt processing of score reports.

This manual contains the following important information:

- the District Test Coordinator's (DTC) responsibilities for reviewing, distributing, and returning testing materials
- the School Test Coordinator's (STC) responsibilities for distributing, collecting, organizing, and checking testing materials; checking Group Information Sheets (GIS); completing the School/Group List and School Building Survey; organizing the Teacher Surveys; and organizing materials for the DTC

DTCs and STCs should read **all** sections so that each Test Coordinator understands the detailed process and the roles of others involved. Remember, STCs should contact the DTC if help is needed. If the DTC is unable to answer a question, the DTC should call the Missouri Assessment Program Service Line at 1-800-544-9868.

# Glossary of Terms

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<b>Carbonless Paper</b>	Carbonless paper is optional and is being made available for teachers to capture student responses on released items (for intermediate and high school only). Specific instructions regarding the use of carbonless paper are included in the Examiner’s Manual. NOTE: Carbonless paper must be removed from test books before returning them to CTB/McGraw-Hill for scoring.
<b>Content Area Label</b>	There are six content area labels. These labels are placed on the front of the large white envelopes to identify which content areas are included. Content area labels include: Communication Arts, Health/P.E., Mathematics, Science, Social Studies, and Unused Books (unused test books).
<b>CTB Transportation Department</b>	The CTB Transportation Department is located at CTB/McGraw-Hill’s Scoring Center in Indianapolis, Indiana. Contact the Transportation Department to make arrangements for the return of your testing materials. Please refer to the Transportation Flyer in your District Test Coordinator’s Packet for further instructions.
<b>Department of Elementary and Secondary Education (DESE)</b>	The Assessment Section of the Missouri Department of Elementary and Secondary Education can be reached at 1-800-845-3545.
<b>District Test Coordinator (DTC)</b>	The District Test Coordinator receives, distributes, collects, assembles, and ships district testing materials.
<b>Early Return Testing</b>	Schools participating in Early Return Testing will have been notified by the Missouri Department of Elementary and Secondary Education. To arrange return shipment of Early Return Testing materials, please contact the Transportation Department no later than May 2, 2002. See “State Scaling Sample” on Page 4.
<b>Examiner’s Manual</b>	Each Examiner’s Manual provides specific test administration instructions for a specific content area. The Examiner’s Manuals are included with the shipment of test books.
<b>Group Information Sheet (GIS)</b>	The GIS provides CTB/McGraw-Hill with testing group data that will appear on your reports. One GIS is provided for each testing group in each content area.
<b>Home School Student</b>	Home school students may take part in the MAP assessment per the local district’s discretion. Home school students participating in the MAP must take the MAP tests at the local school.

<b>Large Print and Braille</b>	Student responses in both Large Print and Braille edition test books <b>must</b> be transcribed to a regular edition test book in order for that student to receive a MAP score. For assessments with multiple forms, use Form A. After the Examiner transcribes student responses to a regular edition test book, the Large Print and Braille test books should be marked “ <b>Contents transcribed to a regular test book</b> ” and returned to CTB/McGraw-Hill with the unused testing materials. Follow instructions in this <i>Test Coordinator’s Manual</i> for packaging and shipping the regular testing materials to CTB/McGraw-Hill.
<b>Large White Envelopes</b>	Large white envelopes are provided to each Examiner. After testing, each testing group’s materials should be placed in the large white envelopes for return to CTB/McGraw-Hill.
<b>Manipulatives</b>	Punch-out manipulatives are provided for Mathematics and Science. These include items such as rulers and protractors. See Examiner’s Manuals for more information.
<b>MAP School Building Survey</b>	The MAP School Building Survey provides CTB/McGraw-Hill with information used to account for all students in a school. This information is forwarded to DESE.
<b>Missouri Assessment Program Service Line</b>	Questions regarding the Spring 2002 administration of the MAP can be answered by calling 1-800-544-9868, 7:30 A.M. to 4:30 P.M., Pacific Time (9:30 A.M. to 6:30 P.M., Central Time).
<b>Missouri Teacher Survey Response Sheet</b>	This sheet captures information from the Missouri Teacher Survey located in the Examiner’s Manual.
<b>Multiple Forms</b>	To gather information and statistical data about new items, the MAP embeds items; that is, it places new field test items into regular edition test books. Embedding results in multiple forms within the same content area. This year the following content areas have multiple forms at all grade levels: Health/P.E. (6 forms, A–F); Mathematics (5 forms, A–E); Science (2 forms, A and B); and Social Studies (3 forms, A–C). When administering the MAP to a testing group keep the multiple forms mixed—do not separate out the forms. The exceptions to this rule are the administration of the MAP to visually impaired students, who receive Form A only, and the oral reading of the Assessment to small groups.
<b>No. 2 Pencil</b>	Ensure that all students use a No. 2 pencil. MAP tests are scored electronically. If a student uses ink to mark the test, the student will <b>not</b> receive a MAP score because ink <b>cannot</b> be imaged.
<b>Pre-coded</b>	“Pre-coded” refers to machine-scannable bubbles that are mechanically filled in by CTB/McGraw-Hill.
<b>Reference Sheets</b>	Reference sheets are provided, separate from the test books, for Mathematics in Grades 8 and 10.
<b>Regular Return Testing</b>	The CTB Transportation Department should be contacted no later than May 13, 2002 for Regular Return Testing materials.



<b>School Test Coordinator (STC)</b>	The School Test Coordinator distributes testing materials to Examiners, collects and checks materials, and forwards them to the DTC for shipping.
<b>School/Group List</b>	The School/Group List is CTB/McGraw-Hill’s way of double-checking that all testing materials have been received. This form can be photocopied as needed.
<b>Shipping Labels</b>	Color-coded shipping labels are provided with the Test Coordinator’s Packet.
<b>Special Codes Section</b>	The Special Codes section is located on the inside back cover of each student test book. This section captures the following information: Accommodation Codes, Special Education, Invalidation, and Absent.
<b>State Scaling Sample</b>	The state scaling sample is developed from the data collected from the Early Return Testing results. It is used to calibrate items and create the Missouri scale, which is in turn used to score the test books. See “Early Return Testing” on Page 2.
<b>Student Identification Sheet (SIS)</b>	The SIS is located on the back cover of each student test book. This sheet captures biographical information about each student.
<b>Student Information Form (SIF)</b>	The SIF is a separate form that captures almost the same information as the SIS. It may be pre-coded if your district participated in pre-coding services. Blank SIFs can be used for the following cases: MAP Alternate or LEP/In-state-less-than-a-year students, torn or damaged SISs, or replacement for an incorrect pre-coded SIF. A completed or blank SIF will always override an SIS when inserted inside the front cover of a student test book. Use <b>only</b> SIF slip sheets for the current year.
<b>Test Coordinator’s Manual</b>	This <i>Test Coordinator’s Manual</i> describes both the DTC’s and the STC’s roles in the MAP test administration.
<b>Testing Group</b>	When an Examiner administers the MAP to a group of students that group is considered a testing group. For example, each time Ms. Jones administers the Mathematics Assessment to one of her tenth-grade classes, each class is considered a testing group. However, if Ms. Jones administers the Mathematics Assessment to <b>all</b> the tenth-grade classes at her school simultaneously, those combined classes would also make up one testing group. Examiners who administer the MAP to more than one testing group must fill out a Group Information Sheet (GIS) for each testing group. In addition, School Test Coordinators need to ensure that every GIS completed for their school has an entry on the School/Group List. See “Multiple Forms” on Page 3.
<b>Valid Attempt</b>	Special Education students who do not qualify for MAP Alternate still need to take the MAP. If it is stipulated in the IEP, teachers may preview a test book and preselect items for students to attempt. Teachers need to select, at a minimum, one item from Session 1, one item from Session 2, and five items from Session 3. Teachers should not select embedded field test items for students to attempt. Teachers must contact the District Test Coordinator for a list of embedded field test items.



# Guidelines for Testing

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## Inclusion of Special Populations

### IEP STUDENTS

Individual Education Program (IEP) students are classified as disabled under the Individuals with Disabilities Education Act (IDEA) and have an IEP. All decisions regarding how a student with a disability will participate in the Missouri Assessment Program (MAP) are made by the student's IEP team and documented in the IEP. Students with disabilities must take all MAP content area assessments (or portions of each content area assessment as determined by the IEP team) **or** the MAP Alternate Assessment. It is expected that, at a given grade level, no more than one or two percent of the district's total student population will qualify for the MAP Alternate Assessment.

In making decisions about accommodations, the IEP team has the responsibility and the authority to determine individual accommodations that students need to support and ensure their participation in the MAP. If a specific accommodation is not on the list of accommodations in the Examiner's Manual, the accommodation should be coded as "Other" in the Special Codes section located on the inside back cover of each test book.

### IAP STUDENTS

Individual Accommodation Plan (IAP) students are considered disabled under Section 504 of the 1973 Rehabilitation Act and have an IAP. These students are not served under IDEA. Appropriate professionals, who are knowledgeable about IAP students' disabilities and their educational needs, make accommodation decisions for those students.

### LEP STUDENTS

The MAP should be administered to Limited English Proficiency (LEP) students when doing so will provide instructionally useful information. No LEP student is exempted from the MAP after enrollment in a Missouri school for more than one year (365 days). Because students may not be prepared to take one or more parts of the MAP after one year in school, accommodations (listed in the Examiner's Manual) may be used to allow students greater access to the test.

### EXEMPT STUDENTS

There is no longer an exempt bubble on the Student Information Form (SIF). IEP students who do not take the MAP tests are determined eligible for the MAP Alternate Assessment and should fill in the MAP Alternate bubble on the SIF. LEP students who have been in a Missouri school for less than a year do not have to take the MAP. LEP students are considered "In-state-less-than-a-year" if they have been in the state for less than 365 days at the time the district begins MAP testing. Students previously considered LEP "exempt" are now coded LEP **and** In-state-less-than-a-year. To account for LEP/In-state-less-than-a-year students, Examiners must fill in **both** the LEP **and** In-state-less-than-a-year bubbles on the SIF. This combination is referenced in the Examiner's Manual as "LEP/In-state-less-than-a-year." Marking the LEP 2nd/3rd year bubble on the SIF or SIS identifies second- and third-year LEP students. These students must test, but for MSIP purposes, their scores will be disaggregated from building and district group results. SIFs are provided in the Test Coordinator's Packet (for both the District and School Test Coordinators) and must be distributed when applicable. Specific instructions on accounting for IEP, LEP, and IAP students can be found in Steps 10 and 11 of the Examiner's Manuals. For further questions regarding Special Populations, please contact the Assessment Section of the Missouri Department of Elementary and Secondary Education at 1-800-845-3545.

## Students Taking the MAP Out-of-District

For MSIP purposes, all scores from the MAP must be reported in the students' home districts and schools. The home districts will be responsible for furnishing testing materials to the districts that serve their students. This includes students placed in private agencies. The District Test Coordinators from the students' home districts must deliver the appropriate number and type of test books and any ancillary testing materials (manipulatives and reference sheets) to the serving districts prior to the first day of testing. The home districts should complete the county, district, and building codes on the SIS or the SIF using their own code. After testing, the completed testing materials must be returned to the students' home districts, where the Group Information Sheet (GIS) is completed and placed with the test book(s) in the envelopes provided. The GIS is pre-coded with the home district's county, district, and school codes. It is the GIS that determines where students' results will be reported. To ensure accurate reporting, it is **essential** that the home district's GIS be placed on top of the test book(s) and that these materials are included with the home district's shipment to CTB/McGraw-Hill for scoring.

## Home School Students

Home school students may take part in the MAP per the local district's discretion. Home school students participating in the MAP must take the MAP tests at the local school. Special instructions for returning home school student tests will be enclosed in home school packages. Home school packages may be obtained by calling the Missouri Assessment Program Service line at 1-800-544-9868 and selecting option "2."

## Makeup Sessions

Makeup sessions should be scheduled for students who are absent during one or more sessions of the MAP. If a student is absent and is unable to take the test during both the regular and makeup testing windows, then follow the procedures below for handling absences. Students will not receive a MAP score if they have not made a Valid Attempt on all sessions of the MAP test. See "Valid Attempt" on Page 4.

## Student Absences

If a student is absent for all three testing sessions and cannot participate in makeup testing sessions, the procedures below must be followed.

1. Write the student's name on the front of an unused test book.
2. On the SIS found on the back cover of the test book, print the student's name and fill in the circles that correspond to each letter of the student's name.
3. Fill in the circle next to "Absent All 3 Sessions"—this is located in the Special Codes section on the inside back cover of the test book.
4. Process the test book and treat it as you would any other student's test.

If a student is absent for only one or two of the testing sessions and is unable to attend a makeup testing session, please fill in the appropriate circle(s) in the Absent section located in the Special Codes section.

To account for all students, an SIS—located on the back of the test book—**or** a separate SIF must be turned in for **every** enrolled student. For more information on which students are eligible to take the MAP, see "Inclusion of Special Populations" on Page 5.

## Large Print and Braille Procedures

Student responses in both Large Print and Braille edition test books **must** be transcribed to a regular edition test book in order for that student to receive a MAP score. If a content area has multiple forms, make sure all responses are transcribed into Form A of the regular edition test book. Please follow Step 6 in the Examiner's Manual for specific instructions on Large Print and Braille procedures.

After the Examiner transcribes student responses to a regular edition test book, the Large Print and Braille edition tests books should be marked **"Contents transcribed to a regular test book"** and returned to CTB/McGraw-Hill with the unused materials. Please follow the instructions in this *Test Coordinator's Manual* for packaging and shipping the regular testing materials to CTB/McGraw-Hill.

## Invalidation Procedures

**Invalidation of a student's test is appropriate only if the student is discovered cheating. Neither a student's behavior during testing nor the judgment of a student's effort during testing can invalidate a student's test.**

The School Test Coordinator and the Examiner must agree that a particular student's test should be invalidated based on the information above. To invalidate a student's test, the School Test Coordinator must fill in the bubble for the appropriate session in the Invalidation grid located in the Special Codes section on the inside back cover of the student's test book. For each invalidated test book, a test book and a completed SIS or SIF must be included with the materials to be scored.

The School Test Coordinator must also provide the District Test Coordinator with the following information: the student's name; birth date; teacher; grade; school; the county, district, and school code numbers; test session; and the reason the test session is being invalidated. The District Test Coordinator must send a letter with this information to the Director of Assessment at the Missouri Department of Elementary and Secondary Education (P.O. Box 480, Jefferson City, MO 65102). A copy of the letter should be kept in the district files.

# Test Coordinators' Roles

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## ► Instructions for the District Test Coordinator

The **District Test Coordinator's** responsibilities include

- receiving and checking the shipment of testing materials
- ensuring that testing materials are kept in a secure area
- restricting teacher access to testing materials prior to testing
- organizing testing materials for individual schools in your district
- distributing the Examiner's Manual to the schools as soon as possible to allow the Examiners adequate time to read the manual in preparation for administering the tests
- furnishing testing materials to out-of-district schools for any students attending alternative (supplemental) programs
- delivering testing materials to schools (preferably one day) before the testing period, including pre-coded SIFs, if applicable
- determining and assigning responsibility for completing student I.D. numbers, special program codes, special education codes, special accommodation codes, and free/reduced-price lunch information (see Step 5 beginning on Page 18 for detailed information)
- collecting and accounting for all testing materials from each school in your district and any out-of-district schools where your students attend alternative (supplemental) programs
- consolidating testing materials after test administration
- assembling testing materials for return shipment
- arranging for shipment of testing materials to CTB/McGraw-Hill for scoring

## ► Instructions for the School Test Coordinator

The **School Test Coordinator's** responsibilities include

- checking testing materials received from the District Test Coordinator
- ensuring that testing materials are kept in a secure area and ensuring testing material security after each day's testing
- restricting teacher access to testing materials prior to testing
- distributing testing materials and carbonless paper to Examiners—carbonless paper is included in the shipment of testing materials
- ensuring that all Examiners know that No. 2 pencils must be used to complete the MAP
- ensuring that testing procedures in the Examiner's Manual are followed
- collecting and checking testing materials after test administration
- asking appropriate school-level personnel for a count of MAP Alternate and LEP/In-state-less-than-a-year students (this information is needed to complete the MAP School Building Survey)
- asking each Examiner for a count of students who were absent for all three testing sessions (this information is needed to complete the MAP School Building Survey)
- checking the Group Information Sheets (GIS)
- completing the School/Group List(s)
- completing the MAP School Building Survey
- ensuring that only **current year** SIF slip sheets are used
- grouping the Missouri Teacher Survey Response Sheets
- packing and transporting testing materials to the District Test Coordinator



# Step 1

## Review Your Testing Materials

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### ► Instructions for the District Test Coordinator

#### The Test Coordinator's Packet

The Test Coordinator's Packet includes one District Test Coordinator's Folder and a School Test Coordinator's Folder for each of the schools in your district.

The District Test Coordinator's Folder contains

- a copy of the "MAP News Flash"
- a cover letter
- the *Test Coordinator's Manual* for the District Test Coordinator
- return shipping instructions, forms, and labels
- two pre-coded SIFs per student—if your district participated in pre-coding services
- the Add/Short Form

Each School Test Coordinator's Folder contains

- a copy of the "MAP News Flash"
- a cover letter
- the *Test Coordinator's Manual* for the School Test Coordinator, which may be photocopied for the Examiners
- one School/Group List for each content area, to be completed by the School Test Coordinator after test administration
- one MAP School Building Survey for each grade and content area, to be completed by the School Test Coordinator
- one GIS for each classroom/testing group, to be completed by the Examiner
- one Missouri Teacher Survey Response Sheet for each Examiner, to be completed by Examiners
- blank SIFs
- content area labels



## **The Testing Materials**

The testing materials will be packaged by school and shipped to your district's office or the shipping address indicated on enrollment forms. The testing materials shipment will include Examiner's Manuals, test books, envelopes, and ancillary testing materials.

## **Verifying Shipment of Test Coordinator's Packet and Testing Materials**

Locate the packing list for each shipment and compare the materials listed on the packing list with the materials in the shipment.

- **Test Coordinator's Packet:** If the quantity on the packing list does not match the quantity received, or if you need more materials, please complete the MAP Spring 2002 Test Coordinator's Packet Add/Short Form and fax it to the number shown on the form.
- **Testing Materials:** If the quantity on the packing list does not match the quantity received, but there are enough materials to administer the test, proceed with preparations for the test. If you do not have sufficient materials to administer the test, immediately call the Missouri Assessment Program Service Line at 1-800-544-9868 to request additional materials.

# Step 2 Distribute Testing Materials

## ► Instructions for the District Test Coordinator

After verifying that each school has a secure area where testing materials can be stored, distribute the School Test Coordinator's Folders and testing materials to the School Test Coordinators in your district. Please ask the School Test Coordinators to distribute the Examiner's Manuals as soon as possible to allow the Examiners adequate time to prepare for administering the tests.

If a school in your district does **not** have a secure storage area, the testing materials for that school must be secured at the district office. Please emphasize to the teachers that they **should not** review the test books prior to testing. The materials are secure, and this security should be observed at all times.

For any students who attend out-of-district schools for an alternative (supplemental) program, deliver the appropriate number and type of test books and any ancillary testing materials (manipulatives and reference sheets) to the students' out-of-district schools prior to the first day of testing. Make arrangements to have the testing materials returned to you after the students have completed testing. For more information, see "Students Taking the MAP Out-of-District" on Page 6.

Please keep the District Test Coordinator's Folder for your use after the test administration. You will need the shipping materials contained in the folder to return the testing materials to CTB/McGraw-Hill for scoring.

**The boxes in which you received your testing materials should be saved for return shipment to CTB/McGraw-Hill.**

## ► Instructions for the School Test Coordinator

The School Test Coordinator should check the materials upon receipt from the District Test Coordinator.

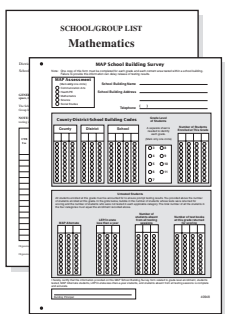
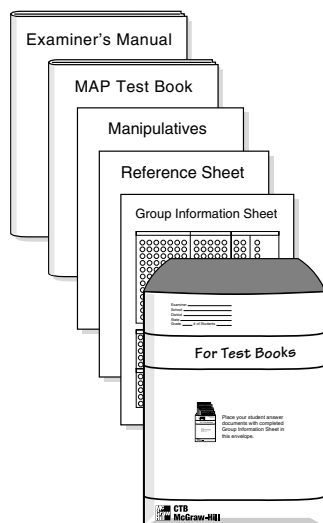
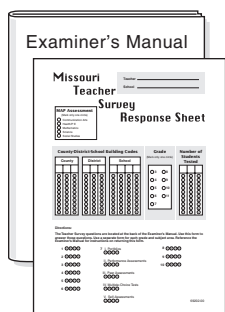
Shortly before the first testing session, distribute the test books to each Examiner. Remind Examiners not to separate test books out by form. Multiple forms are spiraled for embedded field test purposes. For more information regarding embedded field test items and multiple forms, please see “Multiple Forms” on Page 3. Examiner’s Manuals should be delivered to the Examiners as soon as possible to allow them time to become familiar with the procedures. Please emphasize to the teachers that they **should not** review the test books prior to testing. The materials are secure, and this security should be observed at all times.

Each Examiner should have

- the appropriate Examiner’s Manual for the content area being tested.
- a Missouri Teacher Survey Response Sheet.
- the appropriate quantity and type of test books and any ancillary testing materials, such as manipulatives and reference sheets. Manipulatives and reference sheets are shrink-wrapped to the back of each package of test books. Please check the Examiner’s Manual for information regarding which ancillary materials, if any, are necessary for the content area being tested.
- a pre-coded GIS for each specific school and content area.
- the appropriate quantity of large white envelopes. Each envelope will hold approximately 20 test books.
- pre-coded SIFs, if applicable.
- blank SIFs. Use only **current year** SIF slip sheets.
- color-coded content-area labels for large white envelopes.

**Please retain the School/Group List(s) and the MAP School Building Survey for your use after test administration.**

The Missouri Teacher Survey Response Sheet, GIS, and MAP School Building Survey are scannable documents and cannot be photocopied. If you need more copies of these documents, please contact your DTC. The DTC will use the MAP Spring 2002 Test Coordinator’s Packet Add/Short Form to obtain additional copies of the documents.



# Step 3 Collect Testing Materials

## ► Instructions for the School Test Coordinator

Immediately after the testing has been completed, the School Test Coordinator collects all materials from each Examiner and asks each Examiner for a count of students who were absent for all three testing sessions. (You will need this information to complete the MAP School Building Survey as described in Step 8 on Page 32.) **Please remind Examiners that all used and unused test books must be returned to CTB/McGraw-Hill.**

The School Test Coordinator should ensure that

- a completed test book and/or completed SIF has been turned in **for every eligible student**. This includes students with one or more invalidated sessions, students with incomplete test sessions, students who never tested but were eligible to test (absent all three sessions), and students who took an accommodated version of the assessment.
- a completed SIF has been turned in **for every MAP Alternate and LEP/ In-state-less-than-a-year student**. Use only **current year** SIF slip sheets. For more information on which students should be exempted from taking the MAP, see “Inclusion of Special Populations” on Page 5.
- each student has written his or her name legibly on the front cover of the test book.
- all unused test books have been collected.
- all completed Missouri Teacher Survey Response Sheets have been collected.
- all completed GISs have been collected.
- all carbonless paper has been removed from all test books.
- test books completed in ink have been transcribed in No. 2 pencil to another test book for scoring.
- student responses are inside response lines and avoid coding tracks in the margins of the page.

Please remind Examiners that **all** test books must be returned to CTB/McGraw-Hill, including the Examiner’s copy. Contact any Examiner who delays in returning his or her group’s testing materials to you. It is not necessary to collect *Test Coordinator’s Manuals*, Examiner’s Manuals, unused large white envelopes, or any blank ancillary materials. These materials do not have to be returned to CTB/McGraw-Hill. Examiners may discard these materials.

# Step

# 4

## Check the Organization of Materials Collected

.....

### ► Instructions for the School Test Coordinator

The Examiner's Manual provides instructions to the Examiners for organizing materials after testing. These instructions are repeated below so that you can check the organization of materials collected from each Examiner. Also, as you are checking documents, you will need to maintain this organization.

The large white envelopes should contain the following items in the order indicated below:

1. A completed GIS.
2. MAP test books with completed SISs or, if applicable, SIFs. NOTE: If a student is using a completed SIF, it must be inserted inside the front cover of that student's test book. Use only **current year** SIF slip sheets.
3. SIFs for MAP Alternate and LEP/In-state-less-than-a-year students.

Remember that for each invalidated test, a test book and a completed SIS and/or SIF must be placed in the envelope.

Information requested on the front of the envelope must be completed. If multiple envelopes are needed to hold large groups, the envelopes should be bundled together and marked on the front upper-left corner "1 of X," "2 of X," "3 of X," and so forth (with "X" being the total number of envelopes).

Color-coded content-area labels for Communication Arts, Health/P.E., Mathematics, Science, and Social Studies should be affixed to the front of the envelope.

Any unused test books should be bundled together and placed in a large white envelope. Large Print and Braille edition test books marked "**Contents transcribed to a regular test book**" should be folded and placed in the large white envelopes and shipped along with the unused test books. A black Unused Books label should be affixed to the front of the envelope.

For damaged or "do not score" test books, write a large "X" across the front and back if

- the test book is partially used
- any bio information is coded but the book should not be scored
- a student has moved during testing and the test was not completed
- the test book is damaged and should not be scored
- the test book has manufacturing errors and should not be scored

After an “X” has been written across the front and back of the test book, place the book with the unused materials.

Unused SIFs should be destroyed. Do not return to CTB/McGraw-Hill.

The envelopes should remain unsealed so the District Test Coordinator can verify the contents and then seal the envelopes.

If an Examiner has returned manipulatives, reference sheets, Examiner’s Manuals, or extra envelopes, please discard them. Do not ship these materials to CTB/McGraw-Hill.

Missouri Teacher Survey Response Sheets should be grouped together in a separate stack.

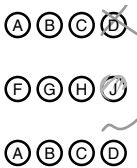
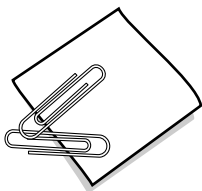
# Step 5 Check the Student Identification Sheets (SIS) and/or Student Information Forms (SIF)

## ▶ Instructions for the School Test Coordinator

While checking the materials, keep each Examiner’s materials together as a group.

### Physical Condition

There are some conditions that interfere with the scoring process. Please check each SIS and/or SIF, as well as the test book itself, for the following:



If you find this...	do this:
carbonless paper “sticky” notes extra paper paper clips staples tape of any kind	Remove them.*
light marks incomplete erasures stray marks	Erase marks or make them heavier as needed.
SIFs/SISs torn or damaged	Replace with completed <b>current year</b> SIF. See instructions on Page 19.

\*Failure to remove these items could delay the delivery of the final reports.



## Student Identification Information

The student identification information can be captured on either of the following forms:

- The Student Identification Sheet (SIS) is located on the back cover of the test book.
- The Student Information Form (SIF), either pre-coded or blank, is a separate document and not located in the test book. SIFs are included in the School Test Coordinator's Packet. Use only **current year** SIF slip sheets.

Please note that the SIF is a separate form that captures almost the same information as the SIS. The only difference between the SIF and the SIS is that you can indicate a MAP Alternate student on the SIF. Any SIF (completed or blank), inserted inside the front cover of a test book, will override an SIS. Be sure to transfer or complete all information on the SIF when using it.

If an SIS or SIF is badly torn or damaged, it will not scan properly. In such a case, all information must be transferred to a **current year** SIF.

Unused SIFs should be destroyed. Do not return to CTB/McGraw-Hill.

Please note when using an SIF, it **must** be inserted inside the front cover of the student test book. If the SIF is not placed inside the test book, it could delay score reports and/or could result in no score for that student.

Check the information on each student's SIS or SIF. Most information should already be present, having been pre-coded, filled in by the Examiner, or filled in by the student during test administration. Review the data for accuracy and check all handwritten entries for legibility. **All marks should be solid and dark. Incorrect or incomplete information will result in inaccurate student data and will have a negative impact on the final reports.**

Please note that only a test book (see Special Codes grid on the inside back cover of the test book) can be used to indicate absent students.

On Page 20 is a sample of both the SIS and SIF. Use these samples and the explanations on Page 21 to check the information.



.....

**When you check this ...**

**look for this:**

<b>1</b> Student's last name, first name, and middle initial	Letters must be printed, one per box, above the lettered circles. Under each box, the circle with the same letter must be filled in.
<b>2</b> Gender, school name, teacher's name, and district name	The circle indicating the student's gender must be filled in. Names must be printed in the appropriate spaces.
<b>3</b> Student's birth date	The circles corresponding to the student's date of birth must be filled in. (If the "day" is not a two-digit number, the number should be preceded by a zero.)
<b>4</b> Race/Ethnicity	The circle corresponding to the student's ethnic origin must be filled in.
<b>5</b> Student I.D. Number	This grid is optional for districts.
<b>6</b> Student Status	The circles corresponding to the student's status must be filled in. Refer to the Examiner's Manual for details.
<b>7</b> Special Education Instruction	The appropriate circles should be filled in, if applicable. Please refer to the Examiner's Manual for detailed instructions.

# Special Codes Section

The Special Codes section is located on the inside back cover of each student’s test book. This section is to be used by Examiners only. Specific directions about each box can be found in the Examiner’s Manual. NOTE: All IEP students should have the IEP bubble marked in the Student Status grid on the SIS and the Special Education bubbles marked in the Special Codes grid, even if accommodations were not used in the administration of the MAP.

A sample Special Codes section is shown below. Instructions for checking the Special Codes section are on Page 23.

SPECIAL CODES—TEACHER’S USE ONLY											
Accommodation Codes				Special Education				Invalidation <span style="background-color: black; color: white; padding: 2px 5px;">3</span>			
Admin	Time	Resp	Set	Disability Diagnosis		Instructional Areas of IEP		Please see Step 10 of the Examiner’s Manual for instructions to complete this field.			
<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> Session 1 <input type="radio"/> Session 2 <input type="radio"/> Session 3			
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<b>Absent</b> <span style="background-color: black; color: white; padding: 2px 5px;">4</span>			
<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> Absent Session 1			
<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> Absent Session 2			
<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> Absent Session 3			
<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> Absent All 3 Sessions			
<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6				
<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7				
<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8				
<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9				

1
2

Found on the inside back cover of the test book

..... When you check this ...

look for this:

**1** Accommodation Codes

The appropriate circle in each column should be filled in, if applicable. If more than one accommodation per column is applicable, code the dominant accommodation. Please refer to the Examiner's Manual for detailed instructions.

**2** Special Education

The appropriate circle in each column should be filled in, if applicable. Only one code for each column should be filled in. Please refer to the Examiner's Manual for detailed instructions.

**3** Invalidation

This grid invalidates one or more of a student's test sessions. Check to see that the appropriate session(s) to be invalidated has been filled in. Invalidation of a student's test is appropriate **only** if the student is discovered cheating. Neither a student's behavior during testing nor the judgment of a student's effort during testing invalidates a student's test. Tests with invalidated sessions will **not** receive MAP scores. Please refer to the Examiner's Manual for detailed instructions.

**4** Absent

Please fill in the appropriate session in which the student was absent (Session 1, Session 2, or Session 3). The Absent All 3 Sessions bubble is filled in when a student is absent and has not completed all three sessions. Any student absent from one or more sessions will **not** receive MAP scores.

ALL STUDENTS: To account for all students, a completed SIS, located on the back cover of the student test book, or a separate completed SIF for the **current year** must be turned in for **every** eligible student. For more information on which students are eligible to take the MAP, see “Inclusion of Special Populations” on Page 5.

EXEMPT STUDENTS: MAP Alternate and LEP/In-state-less-than-a-year students will be accounted for by a completed SIF. For more information about these students, see “Inclusion of Special Populations” on Page 5.

INVALIDATION: The STC must provide the DTC with the following information: student’s name, birth date, teacher, grade, school, county/district/school codes, test session, and the reason the test session is being invalidated. The DTC must send a letter with this information to the Director of Assessment at the Missouri Department of Elementary and Secondary Education (Post Office Box 480, Jefferson City, MO 65102). A copy of the letter should be kept in the district’s files. See “Invalidation Procedures” on Page 7.

### **Collecting Socioeconomic Status (SES) or Student Free/Reduced-Price (SF/RP) Meal Status Information**

The National School Lunch Act gives school districts the option of releasing student free/reduced-price meal status information (SF/RP) for Title I allocation and evaluation purposes. The information is necessary for the Title I SES Report. Release of this data is strictly voluntary. For school districts deciding to release SF/RP meal status information, procedures are as follows:

1. Designated School Test/Title I Coordinators for each school building will be assigned the responsibility of entering SF/RP meal status in the Optional bubble in the Special Programs section on the SIS or SIF. Bubbling “Optional” will identify student’s eligibility for free/reduced-price meals as documented through the application process or through the direct certification process. If you do not bubble “Optional,” it automatically indicates that the student is ineligible for SF/RP meal status. The list of students receiving free/reduced-price meals may be provided by the Food Service Director or a designated school official.
2. **Immediately** after the STCs enter the SF/RP meal status, all meal status information shall be returned to the Food Service Director or official who approves school free/reduced-price meals. School Test Coordinators are not allowed to retain SF/RP meal status information.

NOTE: Forwarding of SF/RP meal status information to STCs is left to the discretion of school officials. School officials retain the option of having Food Service Directors or officials who approve school free/reduced-price meals record the SF/RP meal status information for each student.

3. School Test/Title I Coordinators, Food Service Directors, and officials who approve school free/reduced-price meals shall be made aware of the use and importance of maintaining the confidentiality of SF/RP meal status information. All school district officials are specifically instructed as to the following:

“Free and Reduced-Price meal status information is the only reason to fill in the ‘Optional’ bubble (for Title I purposes) on the SIS or SIF. The information is not to be used for any other purpose or shared with/provided to any other individual, program, or entity for any reason whatsoever. Additionally, federal law mandates a fine of not more than \$1,000.00 or imprisonment of not more than one year, or both, to a person authorized to receive SF/RP meal status information who divulges, discloses, or uses the information in any manner or to any extent not authorized by law.”



## Step

## ► Instructions for the School Test Coordinator

The Group Information Sheet (GIS) provides data that will appear on your reports. **It is essential that a complete and accurate GIS be placed on top of each stack of test books whose scores are to be reported together.** Some information may have been filled in (pre-coded) for you, while other information must be hand-entered. Check both the pre-coded and hand-entered material for accuracy. If any pre-coded information is not accurate, notify your District Test Coordinator. **Please note that the GIS is a scannable document and cannot be photocopied.** A sample GIS is shown below. Instructions for checking the GIS are on Page 27.

[illegible]

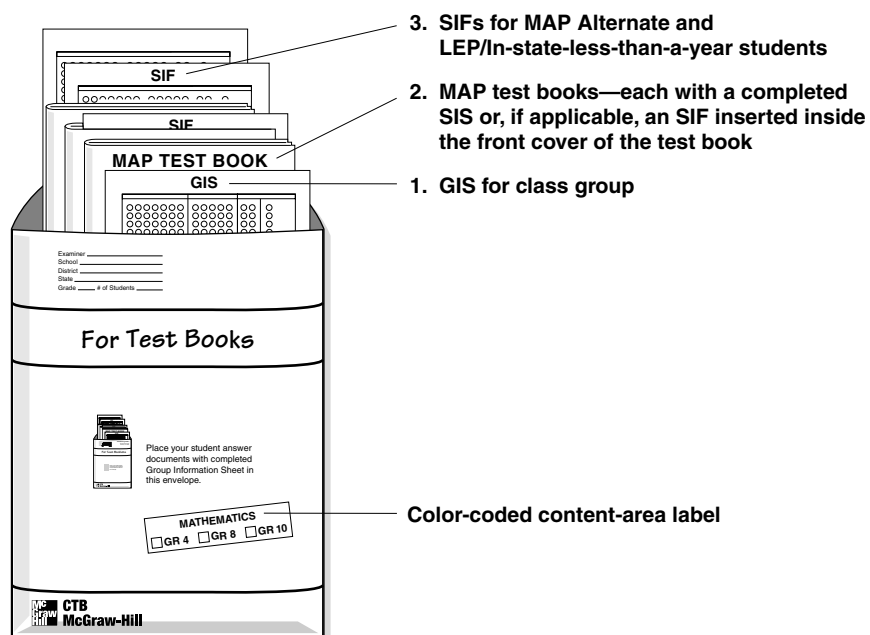
## GIS to accompany test books

..... When you check this ... look for this:

<b>1</b> Teacher Name	The teacher's last name must be printed in the boxes, followed by the first name or initial, if needed. Under each box, the circle with the corresponding letter must be filled in.
<b>2</b> School Name	In most cases, the school name has been pre-coded. If not, the school name must be printed in the boxes and the corresponding circles filled in.
<b>3</b> Number Students Testing	<p>The number of students whose test books are grouped with this GIS must be printed in the boxes and the matching circles filled in. Be sure to include MAP Alternate and LEP/In-state-less-than-a-year students in your total. Use leading zeros if needed. For example, to indicate 20 students, write and fill in 020.</p> <p>Remember, in order to account for all students, a <b>completed</b> SIS, located on the back of the test book, <b>or</b> a <b>completed</b> SIF must be turned in for every eligible student. Use only <b>current year</b> SIF slip sheets.</p>
<b>4</b> Grade	The correct circle for the grade must be filled in.
<b>5</b> Special Codes	This information has been pre-coded with the county, district, and school code numbers. The county code number is in columns A, B, and C. The district code number is in columns E, F, and G. The school code number is in columns I, J, K, and L.
<b>6</b> Organization Name, Element/District Name, SO #, and State	This information has been pre-coded.

After the GISs have been checked for accuracy, place the following items in the large white envelope in the following order:

1. GIS for the class group
2. MAP test books
3. SIFs for MAP Alternate and LEP/In-state-less-than-a-year students



If there is more than one envelope per Examiner, put the GIS in the Examiner's first envelope with as many test books as will fit. Then use as many envelopes as needed for the remainder of the books and MAP Alternate and LEP/In-state-less-than-a-year students' SIFs. (See Step 6 of the Examiner's Manual for the proper handling of the Large Print and Braille editions of the test books.)

Affix a color-coded content-area label to the front of the envelope. Be sure to complete all information requested on the large white envelope to avoid delays in scoring.

**IMPORTANT: DO NOT seal the envelope. The DTC will verify the contents prior to sealing the envelope.**

# Step 7 Complete the School/Group List

.....

## ► Instructions for the School Test Coordinator

The School/Group List is CTB/McGraw-Hill's way of double-checking that we have received all your test books. You should have received one School/Group List for each content area.

**Every GIS completed for your school should have an entry on the School/Group List.** (Please see "Testing Group" on Page 4 for more information.) The district name, school name, county code number, district code number, and school code number have been preprinted on the School/Group List for you. Please write the name and telephone number of the contact person in the spaces provided. List each testing group in your school. Indicate teacher or group name, grade, total number of students (tested, MAP Alternate, LEP/In-state-less-than-a-year, and absent all three sessions), and unused test books that you are returning.

The School/Group List may be photocopied if additional space is needed to accommodate your school. Please keep a copy of each School/Group List for your records.

A sample School/Group List is shown on Page 30. Instructions for completing the School/Group List are given on Page 31.



..... In this area...

do this:

<b>1</b> District Name	Check that the district name has been preprinted.
<b>2</b> School Name	Check that the school name has been preprinted.
<b>3</b> County and District Code	Check that the county and district codes have been preprinted.
<b>4</b> School Code	Check that the school code has been preprinted.
<b>5</b> Contact Person, Phone Number	Provide a contact person's name and phone number. The contact person is usually the School Test Coordinator.
<b>6</b> Teacher or Group Name, Grade, Number of Students	<p>List the following information:</p> <ul style="list-style-type: none"> <li>• each teacher or testing group's name <b>exactly</b> as it appears on each GIS (for more information, please see "Testing Group" on Page 4 of this manual)</li> <li>• grade level</li> <li>• total number of students (tested, MAP Alternate, LEP/In-state-less-than-a-year, Invalidated, and absent all three sessions) in the Number of Students column</li> </ul> <p>NOTE: In order to account for all students, a completed SIS, located on the back cover of the test book, or a completed SIF must be received for every eligible student. <b>Please use current year SIF slip sheets only.</b></p>
<b>7</b> Number of Unused Test Books	Indicate the number of unused test books that you are returning. <b>All test books must be returned.</b> (See Step 4, Page 16, for more information regarding the return of unused testing materials.)

# Step 8 Complete the MAP School Building Survey

## ► Instructions for the School Test Coordinator

One MAP School Building Survey must be completed for **each** content area tested and **each** grade tested in your school. Please fill in all requested information using a No. 2 pencil. The school principal must sign this document before it is returned to the District Test Coordinator.

If you need more copies of the MAP School Building Survey, contact the Missouri Assessment Program Service Line at 1-800-544-9868 and select option "2." Please note that this is a scannable document and cannot be photocopied.

### MAP School Building Survey

Note: One copy of this form must be completed for each grade and each content area tested within a school building. Failure to provide this information can delay release of testing results.

**1 MAP Assessment**  
(Mark **only one** circle)

☐ Communication Arts

☐ Health/PE

☐ Mathematics

☐ Science

☐ Social Studies

**School Building Name** \_\_\_\_\_

**School Building Address** \_\_\_\_\_

**2 Telephone** ( ) \_\_\_\_\_

**3 County-District-School Building Codes**

County			District			School		
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

**4 Grade Level of Students**

A separate sheet is needed to identify each grade.  
(Mark **only one** circle)

☐ 3    ☐ 8

☐ 4    ☐ 9

☐ 5    ☐ 10

☐ 6    ☐ 11

☐ 7

**5 Number of Students Enrolled at This Grade**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**6 Untested Students**

All students enrolled at this grade must be accounted for to ensure prompt testing results. You provided above the number of students enrolled at this grade. In the grids below, bubble in the number of students whose tests were returned for scoring and the number of students who were not tested in each applicable category. The total number of all the students in the four categories must equal the enrollment recorded above.

**MAP Alternate**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**LEP/In-state-less-than-a-year**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**Number of Students Absent from all Testing Sessions**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**Number of Test Books at This Grade Returned for Scoring**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

I hereby certify that the information provided on this MAP School Building Survey form related to grade level enrollment, students tested, MAP Alternate students, LEP/In-state-less-than-a-year students, and students absent from all testing sessions is complete and accurate.

\_\_\_\_\_  
Building Principal

42416



..... In this area...

do this:

<b>1</b> MAP Assessment	Fill in the circle corresponding to the content area. Only one circle should be marked. Remember, a separate Building Survey must be completed for each content area and grade tested.
<b>2</b> School Building Name, School Building Address, Telephone	Write the name, street address, and telephone number of the school on the lines provided.
<b>3</b> County-District-School Building Codes	Print the numbers in the boxes and bubble the corresponding circles.
<b>4</b> Grade Level of Students	Only one circle should be marked. Remember, you will complete a separate Building Survey for each grade and content area tested in your school.
<b>5</b> Number of Students Enrolled at This Grade	Record the total number of students enrolled at the grade indicated in <b>4</b> .  The total number of students enrolled will equal the total from all grids in <b>6</b> below.
<b>6</b> Untested Students	Print the numbers in the boxes and bubble the corresponding circles. Use leading zeros if needed. For example, to indicate 90 students, write and fill in 090.  NOTE: Inclusion/exclusion of Special Populations should have been determined prior to testing. For more information on “Inclusion of Special Populations,” see Page 5.  Record the number of students who were absent for all testing sessions as reported to you by the Examiners.  The number of SISs and SIFs should reflect the number of students <b>eligible</b> to test (including incomplete and invalidated tests).

# Step 9

## Organize the Missouri Teacher Survey Response Sheets

### ► Instructions for the School Test Coordinator

Group all Missouri Teacher Survey Response Sheets. Detailed instructions for completing the Missouri Teacher Survey Response Sheet are provided in the Examiner's Manual. Please note that the Missouri Teacher Survey Response Sheet is a scannable document and cannot be photocopied.

# Missouri Teacher Survey Response Sheet

**MAP Assessment**  
(Mark only one circle)

☐ Communication Arts

☐ Health/P. E.

☐ Mathematics

☐ Science

☐ Social Studies

Teacher \_\_\_\_\_

School \_\_\_\_\_

**County-District-School Building Codes**

County			District			School			
0	0	0	0	0	0	0	0	0	
1	1	1	1	1	1	1	1	1	
2	2	2	2	2	2	2	2	2	
3	3	3	3	3	3	3	3	3	
4	4	4	4	4	4	4	4	4	
5	5	5	5	5	5	5	5	5	
6	6	6	6	6	6	6	6	6	
7	7	7	7	7	7	7	7	7	
8	8	8	8	8	8	8	8	8	
9	9	9	9	9	9	9	9	9	

**Grade**  
(Mark only one circle)

☐ 3    ☐ 8

☐ 4    ☐ 9

☐ 5    ☐ 10

☐ 6    ☐ 11

☐ 7

**Number of Students Tested**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**Directions:**

The Teacher Survey questions are located at the back of the Examiner's Manual. Use this form to answer those questions. Use a separate form for each grade and subject area. Reference the Examiner's Manual for instructions on returning this form.

1 A B C D

2 A B C D

3 A B C D

4 A B C D

5 A B C D

6 A B C D

7 I. Portfolios  
A B C D

II. Performance Assessments  
A B C D

III. Peer Assessments  
A B C D

IV. Multiple-Choice Tests  
A B C D

V. Self-Assessments  
A B C D

8 A B C D

9 A B C D

10 A B C D

42415

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# Step 10 Organize Materials for the District Test Coordinator

.....

## ► Instructions for the School Test Coordinator

Once the MAP School Building Survey and the School/Group List(s) have been completed, the School Test Coordinator's last task is to deliver to the District Test Coordinator the following materials in the order shown below, with the first item on top.

- **School/Group List(s)**
- **All MAP School Building Surveys (grouped together)**
- **All Missouri Teacher Survey Response Sheets (grouped together)**
- **Mathematics Materials**  
Envelopes containing the Group Information Sheet (GIS) and Mathematics test books are grouped by Examiner (i.e., envelopes from Examiner #1, followed by envelopes from Examiner #2, etc.). Affix the appropriate color-coded content-area label to the envelope.
- **Social Studies Materials**  
Envelopes containing the GIS and Social Studies test books are grouped by Examiner (refer to the above grouping).
- **Health/P.E. Materials**  
Envelopes containing the GIS and Health/P.E. test books are grouped by Examiner (refer to the above grouping).
- **Communication Arts Materials**  
Envelopes containing the GIS and Communication Arts test books are grouped by Examiner (refer to the above grouping).
- **Science Materials**  
Envelopes containing the GIS and Science test books are grouped by Examiner (refer to the above grouping).
- **Unused Test Books**  
Envelopes contain the unused test books from all content areas. Ensure that the large white envelopes containing the unused test books have an Unused Books label affixed to the front.

# Step 11

## Package and Ship Testing Materials

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### ► Instructions for the District Test Coordinator

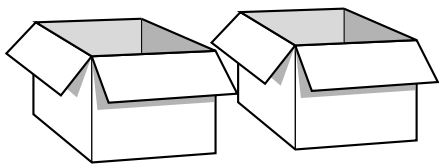
Make sure that you have received all testing materials from each school in your district. Contact any School Test Coordinator who delays returning school testing materials to you.

Verify that the School Test Coordinator has followed the instructions in this manual.

### **IMPORTANT: When packing your materials, ensure that you**

- Pack each school's materials following the steps outlined in Sections 2 and 3, on Pages 37 and 38, keeping each school's materials separate. **Never place materials from different schools in the same box.**
- Pack Mathematics, Social Studies, and Health/P.E. materials together with the yellow shipping label. These materials will be shipped to Indianapolis, Indiana for scoring. Pack Communication Arts and Science materials together with the pink shipping label. These materials will be shipped to Mather, California for scoring.
- Pack all **unused** materials for Mathematics, Social Studies, and Health/P.E. separate from the used materials. Pack all **unused** materials for Communication Arts and Science separate from the used materials.

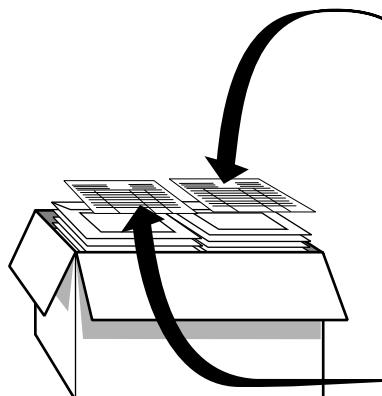
### 1 OBTAIN BOXES



Reuse the boxes in which the testing materials arrived. If necessary, obtain similar-sized boxes to return testing materials.

## 2 PACKAGE MATHEMATICS, SOCIAL STUDIES, AND HEALTH/P.E. MATERIALS

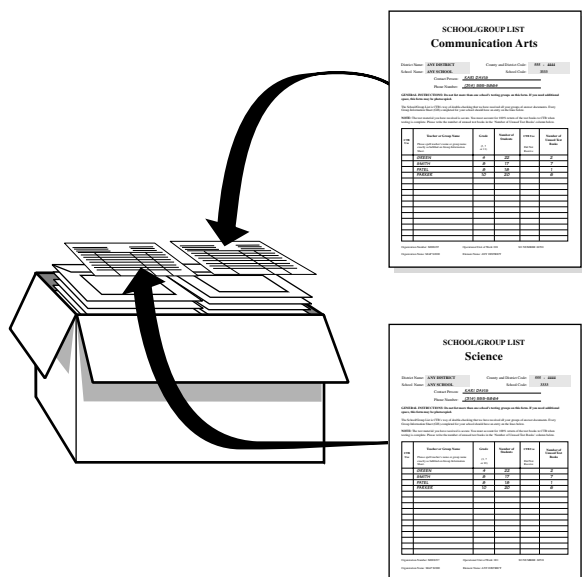
Seal the envelopes and place the following in boxes by school in the order shown below, with the first item on top.



- **School/Group List(s)** for Mathematics, Social Studies, and Health/P.E.
- **Do not include MAP surveys in this box. They must be included with the Communication Arts and Science shipment.**
- **Mathematics Materials**  
Envelopes containing the Group Information Sheet (GIS) and Mathematics test books are grouped by Examiner (i.e., envelopes from Examiner #1, followed by envelopes from Examiner #2, etc.).
- **Social Studies Materials**  
Envelopes containing the GIS and Social Studies test books are grouped by Examiner (refer to the above grouping of the Mathematics test books).
- **Health/P.E. Materials**  
Envelopes containing the GIS and Health/P.E. test books are grouped by Examiner (refer to the above grouping of the Mathematics test books).
- **Unused Testing Materials** for Mathematics, Social Studies, and Health/P.E.

### 3 PACKAGE COMMUNICATION ARTS, SCIENCE, AND SURVEY MATERIALS

Seal the envelopes and place the following in boxes by school in the order shown below, with the first item on top.

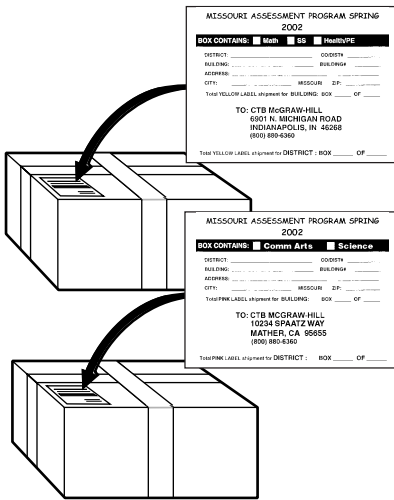


- **School/Group List(s)** for Communication Arts and Science
- **All MAP School Building Surveys (grouped together)**
- **All Missouri Teacher Survey Response Sheets (grouped together)**
- **Communication Arts Materials**  
Envelopes containing the Group Information Sheet (GIS) and Communication Arts test books are grouped by Examiner (i.e., envelopes from Examiner #1, followed by envelopes from Examiner #2, etc.).
- **Science Materials**  
Envelopes containing the GIS and Science test books are grouped by Examiner (refer to the above grouping of the Communication Arts test books).
- **Unused Testing Materials** for Communication Arts and Science

### 4 ADD PACKING MATERIAL

Add enough packing material to hold the documents securely in place during transit. Then seal each box tightly with packing tape.

## 5 AFFIX SHIPPING LABELS



There are two different color-coded shipping labels. The yellow shipping label is for Mathematics, Social Studies, and Health/P.E.; it is addressed to Indianapolis, Indiana. The pink shipping label is for Communication Arts and Science and is addressed to Mather, California.

Affix the appropriate label to each box. Misrouted materials delay processing. Check that boxes indicate which content areas are in each box (i.e., Mathematics, Social Studies, or Health/P.E.; Communication Arts or Science).

You may photocopy these labels as needed.

Complete all information requested on the labels.

**Number each set of boxes separately for the two color-coded shipping labels** (e.g., “1 of X,” “2 of X,” etc., for the yellow shipping labels and “1 of X,” “2 of X,” etc., for the pink shipping labels).

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## 6 CALL FOR PICKUP

**Please contact the CTB Transportation Department no later than May 2, 2002 to arrange a pickup of Early Return Testing materials and no later than May 13, 2002 to arrange a pickup of Regular Return Testing materials. Please reference the Transportation Flyer in your District Test Coordinator package for further instructions.**

The CTB Transportation Department will need you to provide and/or confirm the following information:

- total number of boxes for each color shipping label
- dates and times when materials can be picked up
- physical address of pickup location
- name and number of contact person for the MAP shipment

Based on that information, you will be provided with the name of the carrier that will be used for the return of your MAP materials. If Federal Express is the selected carrier, you will be given instructions for calling Federal Express for final shipping arrangements. If Roadway Express, Emery Worldwide, or another carrier is selected, you will be provided with a timeframe for pickup of the MAP materials.

Please note that the scheduled pickup time may be several days after you contact the CTB Transportation Department.



## 7 QUESTIONS

Please call the Missouri Assessment Service Line at 1-800-544-9868 and select option “3,” with questions regarding return procedures described in this manual.